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ABSTRACT

The guide was developed as part of Project Prepare, a demonstration program designed to teach disadvantaged parents adult basic education skills and to show these parents how and what to teach their preschool children. It contains activities, advice, and resources for parents. All materials pertain to creative play for preschoolers that develop prereading skills. The enumerated activities are supplemented with suggestions for readilyavailable, inexpensive materials. Finger plays, recipes, and poems are provided and criterion for the evaluation of toys for infant, toddler, and for those ages 2-5 are discussed. Hints for free household toys taken from household materials and listings of the typical preschool child's emotional, mental, physical, and social development are included. Three poems for parents attempt to illustrate the need for understanding these developments, and two listings of representative skills and attitudes leading to the development of reading are presented. A list of preschool resources concludes the guide. (JB)

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GUIDE

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PROJECT PREPARE

BUTTE VOCATIONAL-TECHNICAL CENTER

BUTTE, MONTANA 59701

CREATIVE PLAY
FOR CHILDREN

Helpful Hints:

(1) It is not the completed product that is the most important, but rather the process of learning through doing.

(2) Never criticize a child's work: children love to be praised for a job well done. They also enjoy seeing their work displayed on the wall or refrigerator.

(3) A few minutes of pre-planning can lead to hours of constructive play, with or without the Day Care Mother being right there.

(4) Don't limit the child to small pieces of paper. Larger sheets give the child freedom to move.

(5) Child's work should be his own, not mother's or teachers.

(6) Check out books at the library and read to the child often.

Handy to Buy:
- End rolls (can be bought at the Montana Standard for 25@)
- Jumbo crayons (beginners) or regular crayons
- Paste
- Round Point scissors
- Construction paper (assorted colors)
- A very large art paint brush

Handy to save:
- Yarn and string
- Oatmeal or cornmeal boxes
- Coffee cans and lids
- Berry baskets
- Scraps of cloth
- Egg cartons
- Popsicle sticks
- Cardboard tubes (toilet tissue, paper towel, etc.)
- Mate to lost mitten or sock (for puppets)
- Buttons
- Old jewelry
- Boxes (large or small)
- Shoe laces (stringing beads)

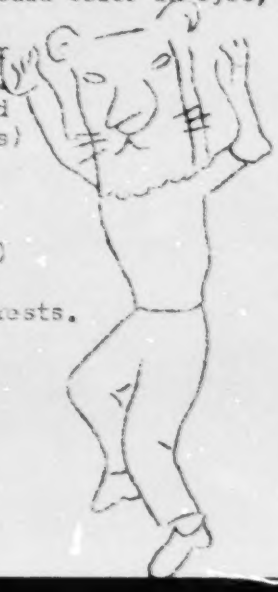
IMAGINATIVE PLAY:
- Use dress-up clothes (hats, purses, ties, jewelry)
- Cardboard boxes (pulling, pushing, climbing in and out of, tunnels for climbing through)
- Appliance boxes (make play house, stores, boats, cars, etc.)
- Play store (use play money or pennies)
- Go on a pretend trip
- Have a puppet show

SPECIAL PLAY:

1. "Special Box" - decorate a shoe box (or something a bit larger). Put a variety of play things in the box, or one special thing each time the child uses the box.
2. Children's L.P's, either stories or songs.
3. Trip to the library, fire station, police station and airport.
4. Take advantage of every day example to differentiate between on, in, under, etc. Also do the same and talk about feelings: sad, happy, etc.
5. Blow bubbles
6. Sidewalk painting (use a coffee can of water, a small paint brush and "paint" on the sidewalk)
7. Plant a seed and watch it grow. Child should water and care for it. Also carrot tops, sweet potato can be used.
8. Make a hide-out; drape a blanket over a table. Have child take some favorite possessions inside and a flashlight.
9. Act out a story. Let each child pick a character and act out the story.

THINGS TO MAKE:

1. Mask (can be made out of sacks to fit the entire body or just the head. Color the sack to represent an animal or person
2. Puppets (can be made out of small sack, sock, or mitten.)
3. Beads (string rigatoni or cut up straws on yarn.)
4. "Charley Caterpillars" (cut up an egg carton with as many humps as desired and insert pipe cleaners. Color or paint the carton)
5. Tulips (made out of egg carton)
6. Stencil prints (use carrots, potato or any household article dipped in paint)
7. Collages made of: cloth, paper scraps, yarn, buttons, cut magazines, leaves, etc.)
8. Mobile (make animal shapes, or geometric shapes)
9. Make a picture out of shares.
10. Placemat (lightly iron cut out pictures between two sheets of waxlex wax paper)
11. Paper chains
12. Hats (paper plates, boxes, etc.
13. Body profile (have child lie on a very large piece of end roll and trace his body. Child should color in eyes, hair, etc.)
14. Finger Paint (tape down newspaper on floor or on table before starting.)
15. Play dough or clay (use cookie cutters and other kitchen utensils)
16. Trace shapes (circles, squares, etc.)
17. Make a telescope out of cardboard tubes.
18. Make a maracca out of toilet tissue tube. (put beans or rice inside and seal ends.)
19. Sew through berry baskets
20. Make a scrapbook out of child's many interests.



GAMES: 1. Ring around the Rosey (if you have several children)
2. Farmer in the Dell (several children)
3. "What Am I?" Example: I'm white, I have long ears, I come at Easter - What Am I? (can be played with one or more)
4. Drop the Hanky (several children)
5. "Touch and Tell" - Put several small objects in a box or paper bag. Show the child each object - put them in the bag. Name one thing and ask the child to find it without looking.
6. "Guess What I'm Doing?" - one child pretends to be doing something, the other children try to guess what he is doing. Mother can help by giving suggestions when needed.
7. "I see Something Red" - Child says "I see something red", the other child guesses which object she is looking at.
8. Newspaper Hunt - Make a game of looking for pictures of cars, toys, animals, people. Point out, circle, or cut out the ones you can find.(can also use magazines)
9. "Everybody Do This Just Like Me" - a rhythm game. Mother begins this game by doing an action and saying, "Everybody do this, do this, do this;everybody do this_____just like me". The children copy whatever she is doing and join in chanting the verse. She may clap, tap, nod her head, jump, skip, etc.)
10. "Bear Hunt" - Play with any number of children. Sit on floor in a circle. Sit cross legged and hit hands on knees for rhythm. Children repeat what mother says: "Going on a Bear Hunt, But I'm not scared, and I'm not afraid, cuz I've got my gun." After each verse comes:
    (1) Climbing up a hill (act this out)
    (2) Climbing up a tree (act this out, when at the top put hand over eyes and "look this way, look that way, look straight ahead).
    (3) Going through a swamp (act this out with sound effects)
    (4) Going through some weeds, mighty tall weeds. (act this out as if pushing weed aside)
    (5) Coming to a river, its a mighty wide river (act as if you are swimming across the river)
    (6) Coming to a bridge, its a long wood bridge (act as if crossing bridge, with sound effects.)
    (7) Coming to a cave, its a deep, dark cave (act as if going into cave, see a bear and run back through all the places you have been until you are safely at home.)

Continued on next page

FINGER PLAYS:

There was a little turtle

There was a little turtle (make circle with hands)
Who lived in a box (hands form box)
He swam in a puddle (hands swim)
He climbed on the rocks (hands make climbing motion)
He snapped at a mosquito (hand grabs)
He snapped at a flea (hand grabs)
He snapped at a minnow (hand brabs)
And he snapped at me. (hand grabs)
He caught the mosquito (clap hands)
He caught the flea (clap hands)
He caught the minnow (clap hands)
But he didn't catch me.(shake head no)

Here's a Bunny

Here's a bunny (hand forms fist)
With ears so funny (two fingers are held up)
And here is his hole in the ground.(hand is on hip)
When a noise he hears (hand in fist again)..
He perks up his ears. (hand forms fist with two fingers in the air)
He jumps in his hole in the ground.(whole hand goes through the arm rounded)

The Fireman

Ten brave firemen (ten fingers straight up)
Sleeping in a row,(fingers out flat)
Ding Goes the bell (clap hands)
Down the pole they go, (hands go down imaginary pole)
Jumping on the engine (make driving motion)
Putting out the fire, (pretend to hold hose)
Back home go slow (driving motion -slow)
Back to bed again (hands form pillow)
All in a row.

Grandmother's Glasses

Here are grandmother's glasses (fingers form glasses at eyes)
Here is grandmother's hat (hands form hat on head)
This is the way that grandmother
Folds her hand in her lap.

(Same for grandfather, in a deep voice)

Finger Plays

Blackbirds

Two little blackbirds sitting on a hill. (hold both index fingers)
One named Jack, and one named Jill. (bend finger for each name)
Fly away Jack (put hand behind back)
Fly away Jill. (put other hand behind back)
Come back Jack (move hand to front of body)
Come back Jill. (return other hand)

Hands

My hands upon my head I place
On my shoulders, on my face.
On my hips they go, just so.
Now behind my back they go.
Now I raise them up so high.
Make my fingers fairly fly.
Now I clap them, one, two, three,
Then I fold them silently.

Five Little Froggies

(Start with little finger)
This little froggie broke his toe
This little froggie said "oh, oh, oh",
This little froggie laughed and was glad,
This little froggie cried and was sad.
This little froggie did what he should,
He ran for the Doctor as fast as he could.

Bee Hive

(Close fist)
This is the bee hive,
But where are the bees?
They're hidden inside where nobody sees.
Soon they'll be coming
Out of the hive,
One, two, three, four, five.
(Raise fingers one at a time.)

Don't forget old favorites like:
"The Intsy Tinsy Spider"
"Ten Little Indians"(sing both boys and girls)
"Down By the Station"
"Im a Little Tea Pot"

Tune: "Muffin Man"

"Oh do you know its time for lunch,
time for lunch, time for lunch.
Oh, do you know its time for lunch?
(childs name) Lisa, wash your hands."

Lisa: "Oh, yes, I know its time for lunch, time for lunch, time for lunch,
Oh, yes, I know its time for lunch, and I've washed my hands."

Salt and Flour Dough:

Use equal amounts of flour and salt. Mix together well.
Add water a little at a time; dough should not stick to hands.
Helpful Hint: When you have the salt and flour mixed take out a cup full, so if you add too much water you'll have dry ingredients to add. (dry or moist)
If color is preferred, use tempera paint or use food color.

Finger Paint:

8 parts water
1 part cornstarch
food coloring

Bring water to a boil. Dissolve cornstarch and stir. Bring water to a boil again. Cooled paint will be slightly thicker. For finger painting a lightly glazed paper works best, as freezer paper.

Finger Paint:

½ c. Laundry starch
3/4 c.cold water (combine in medium size saucepan)

Soak one envelope unflavored gelatine in ½ c. cold water.
Add 2 c. hot water to starch mixture and cook over medium heat, stirring constantly, until it comes to a boil and is clear.

Remove from heat, blend in softened gelatine and add ½ c. soap. Stir until the mixture thickens and the soap is thoroughly dissolved.
This recipe makes about 3 cups of finger paint. (You must add color)

BAKING SODA PLAY CLAY

2 cups Arm & Hammer baking soda, or 1 pound package
1 cup cornstarch
1¼ cups water

Stir first two ingredients together. Add water, cook over medium heat, stirring constantly. When like moist mashed potatoes, turn on a plate, cover with damp cloth. When cool enough to handle, knead like dough.

Store in a tightly closed plastic bag in refrigerator. For color add drops of food coloring to the water before cooking.
For more ideas write for free booklet "Move over Michelangelo.

Church & Dwight Company
2 Penn. Plaza
New York, New York 10001

TOYS

When evaluating toys, think of the following; do they

1. Interest the children?
2. Adapt to more than one purpose, more than one child, or more than one age level?
3. Withstand hard usage and weather?
4. Comply with safety and sanitation standards?
5. Encourage action that can be completed in a relatively short time for younger children?
6. Permit graduated use for growing minds and bodies with a single toy, such as blocks or paints; or with a series of related toys such as kiddie kar, tricycle, bicycle?
7. Develop strength and skill together with hand-eye coordination?
8. Strengthen good relationships with others by offering opportunities to consult and discuss with other?
9. Please the eye in line, color, proportion and general appearance?
10. Justify their cost in quality rather than quanity?

What kinds of toys shall we offer children?

THE INFANT, newly arrived and ready to be introduced to the world, need:
toys that attact the eye, tickle the ear and tempt the reaching muscles:

strings of colored plastic beads	rattles
small bells on string to hang on crib	Large plastic rings
	floating bath toys

THE SITTER-UPPER has strengthening eyes and muscles that urge to get better acquainted with his new world. His toys must be sanitary, smooth, non-toxic, durable and without small detachable parts to get into throat, nose or ears. Toys that appeal to the senses and muscles;

soft toys for throwing	Nests or hollow blocks or boxes to pull apart
light plastic blocks	Empty containers with removable lids
washable, unbreakable doll	Toys in boxes or baskets for putting in & out
tinkling bells, musical rattle	Floating bath animals

THE TODDLER experiments continually to see what he can do with his newly discovered muscles and to find out how things work. His toys must be sturdy and of simple construction-toys that can be taken apart, put together, dragged and pushed about. A variety of toys is desirable but very few should be available at a time.

large soft ball to push,	Wagon or truck to ride in
lie on or roll over.	Small rocking horse
Cartons or wooden boxes	Sand pile with bucket and scoop
(without nails or splinters)	Household article, plastic dishes,
to climb in and out, a	telephone, small chair, etc.
hollow barrel to climb	Linen picture books
through.	Large crayons for marking
Plank slightly raised at	Tom tom, bells music box
one end to walk on, bounce	
on and jump off.	

THE TWO YEAR OLD with increasing motor independence is perpetually on the move, rapidly gaining strength which he must test. He is involved in all kinds of exploratory pursuits to satisfy his wide-open curiosity.

Toys for building large muscles:
- Steps for climbing
- Barrel to climb through and roll over
- Kiddie Kar
- Large hollow blocks to carry and pile up
- Large balls
- Push and pull toys

Toys for stretching mind:
- Put-together train, or similar toy
- Easy wooden inlay puzzles designed for this age
- Nest of blocks
- Color cone
- Large wood beads (colored)
- Peg board with colored pegs
- Linen picture book
- Books with nursery rhymes and simple stories

Toys for pretending:
- Housekeeping equipment
- Washable unbreakable doll
- Cuddle toy animals
- Costume box with simple properties as hat, purse, tie
- Stick horse

Toys for releasing feelings:
- Large crayons
- Brush, paint materials, large brush and paper
- Clay modeling
- Sand and sand toys
- Rocking chair
- Small rocking horse
- Mallet and wooden pegs

THE THREE-FOUR-FIVES are beginning to control fine muscles while the large ones are still growing. Children are showing interest in people other than themselves and are beginning to reach out to the world beyond the home.

Toys, games and apparatus for strengthening large muscles:
- Climbing tower
- Crawling through apparatus
- Wagon (large enought to hold a child)
- Tricycle (of correct size)
- Push-pull toys for younger children
- Jump ropes for older children
- Large balls
- Paddle with ball attached
- Bean bags
- Simple throwing games
- Simple rolling games
- Ten Pins
- Large hollow blocks
- Mallet with pegs

Toys that stretch the mind:

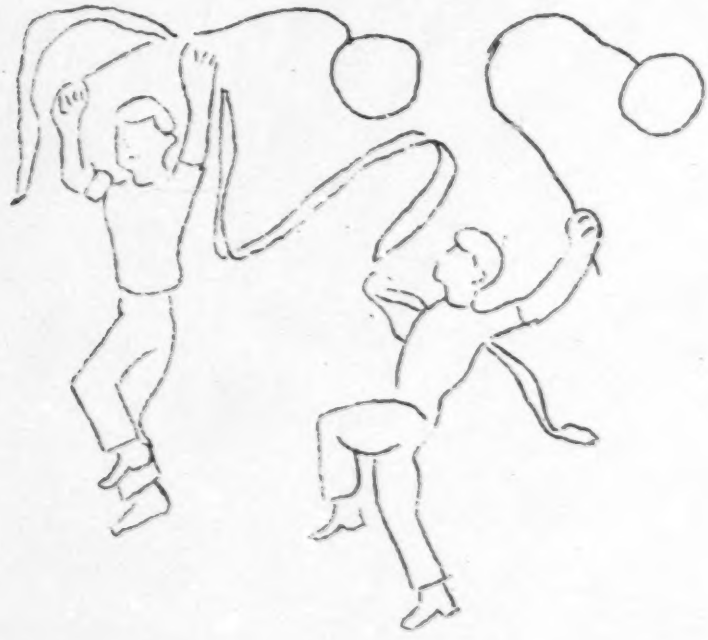
- Lock with key
- Magnet
- Aquarium, terrarium
- Water play toys, bubble set
- Inlay puzzles, matching picture games
- Viewmaster with slides
- Globes for older children
- Books with simple stories
- Picture books

Toys for pretending:

- Washable, unbreakable doll with clothes
- Housekeeping equipment
- Costume box (hats, etc.)
- Blocks and family figures
- Large cartons for stores, houses and climbing.
- Toy luggage
- Farm and zoo sets
- Transportation toys
- Steering wheel
- Stick horse
- Sheet or blanket for play tent
- Flannel board

Toys for releasing feelings:

- Crayons
- Painting materials with large brush and paper
- Finger painting materials
- Blunt scissors and paste
- Clay
- Hammer, nails and soft wood
- Large wood beads
- Sand and sand toys
- Wading or swimming pool
- Rocking chair
- Cuddle toys
- Puppets
- Musical top, record player
- Tinker toys
- Legos



PROJECT PREPARE
A GUIDE TO "FREE"
HOUSEHOLD TOYS

PLASTIC BOTTLES
SPONGES, WOODEN SPOONS
FOR WATER PLAY

SEWING CARDS MADE
FROM MAGAZINES
PICTURES MOUNTED
ON CARDBOARD

ASSORTED PASTA
AND MACARONI,
TO STRING AS BEADS
OR MAKE PASTA MOBILES

MAGNETS, MAGNETIC CLIPS
AND CUP HOOKS TO MAKE
DESIGNS ON REFRIGERATOR

MAKE DOLLHOUSE
OUT OF BOOKS
STANDING ON ENDS

PAPER-BAG PUPPETS
(WHITE ONES FOR GHOSTS,
SILVER ICE-CREAM ONES
FOR KNIGHTS)

MAKE BOWLING PINS
WITH EMPTY MILK CARTONS

MEN'S AND WOMEN'S
OLD CLOTHES AND HATS
FOR DRESS-UP

COFFEE PERCOLATOR -
A FIT-TOGETHER TOY

TIN TEAPOTS, COLANDERS,
LADLES FOR BATH TOYS

CLOTHES HANGERS TO
SHAPE INTO BASKETBALL
HOOP HUNG ON CLOSET DOOR

FLOUR, WATER, SALT,
AND NEWSPAPERS
FOR PAPER-MACHE

PIE DOUGH FOR SCULPTURES

EGG CARTONS, CUT UP
AND PAINTED TO
MAKE FLOWERS

OLD CANDLES AND
CRAYONS MELTED AND
POURED INTO NEW MOLDS
(CANS, CUSTARD CUPS) FOR
HOMEMADE CANDLES

BIG GROCERY CARTONS TO
PLAY HOUSE IN OR MAKE
INTO A HOUSE (CUT DOORS
AND WINDOWS IN IT) OR
RIDE IN OR HIDE IN

PUZZLES MADE FROM
MAGAZINE PICTURES
MOUNTED ON CARDBOARD
AND CUT INTO PIECES

EMPTY FOOD CANS
(WITH PLASTIC TOPS) AND
BOXES FOR PLAYING STORE

TOILET AND PAPER TOWEL
ROLLS FOR MEGAPHONES
AND TELESCOPES

TABLE COVERED
WITH BEDSPREAD
TO USE AS DOLLHOUSE
OR PLAYHOUSE

PUT ROW OF CHAIRS
TOGETHER TO MAKE
TRAIN OR BUS

OLD MAGAZINES FOR
RIPPING AND TEARING
AND MAKING COLLAGES

EMPTY MILK CARTONS
FOR BUILDING BLOCKS

THREAD SPOOLS
TO STRING

FULL TIN CANS AND
BOXES OF FOOD FOR
BUILDING BLOCKS

DISCARDED MAIL TO
PLAY MAILWOMAN
OR MAILMAN

WHAT TO EXPECT OF THE PRESCHOOL CHILD

EMOTIONALLY-Feelings of affection, anger, fear, jealousy, anxiety and sympathy

2 Years	3 Years	4 Years	5 Years
Selfish	Easily stirred (temper fears)	Sophisticated	Stable, well ad-
Lacks control	Outbursts brief but he can feel prolonged anxiety	Many fears persist	Innocent of certain complex emotions
Cries easily, frequent outbursts to anger	Capable of jealousy	Senses right and wrong	Capable of anxiety and unreasonable fears
Shows affection spontaneously	Apt to be possessive	Confusion of truth	Transfer of affectic from mother to fathe
Cries when he fails to do	Likes friendly, verbal humor	Beginning of pity-sorry for others	Lover of praise
Shy period with strangers	Can hold himself in anticipation	Learning sense of values (right, wrong, good, bad)	
		Likes to dramatize	

WHAT TO EXPECT OF THE PRESCHOOL CHILD

MENTALLY - Language, curiosity, investigation, exploration, questions

2 years	3 years	4 years	5 years
Motor minded	Materialistic	Imaginative	Concrete
Acquires words	Uses world as media of exchange	Verbal assertiveness and exaggeration	Speaks distinctly and complete sentences
Chatters happily	Interested in color, texture, music and rhythms	Tells original story mixing truth and fiction	Perception of order, form, detail
Short attention span	"Why"	Does not like to repeat	Sense of time
Imitation strong	Asks questions about death, sex, God, etc.	"Why of the why?" How?	Realistic
Likes to investigate and touch things with hands, mouth	Counts two objects	Knows afternoon from morning yesterday from tomorrow	Asks for information
Where? What?	Repeats short sentences	Enjoys simple folk and fairy tales	Enjoys humor laughs heartily at funny pictures
Knows night and day	Tells simple stories of daily happenings	Can count to 10	Knows colors
Names objects	Knows name and address		Can carry a tune
Listens to stories with pictures over and over again			

WHAT TO EXPECT OF THE PRESCHOOL CHILD

PHYSICALLY - Motor Characteristics - Routine Needs - Specific Skills

2 years	3 years	4 years	5 years
Runs more than he walks	Likes active large muscle play	More refined and precise gestures	Controlled, mature sense of balance
Tastes of an acrobat	Bowel and Bladder control established	Buttons clothes, laces shoes, toilets self, washes hands without help	Dresses self, brushes teeth, combs hair
Likes to fill and empty cans, etc. with sand, water	Feeds self with spoon and small fork - can open door, turn faucet on and off	Likes to climb, balance, jump	Precision and command of tools
Likes to knock down blocks	Helps to bathe self, can hop on one foot	Goes up and down stairs, using alternate feet	Can jig, hop, skip, to rhythm changes
Grasps spoon between thumb and index	Runs, digs, climbs, jumps	Can climb a tree and come down by himself	Laces and ties shoes, skates
Messy or spotless eater			

WHAT TO EXPECT OF THE PRESCHOOL CHILD

SOCIALLY - Personal behavior in relation to other children, adults and groups

2 years	3 years	4 years	5 years
Self-centered	Desires to please	Self-assertive	Self-assurance and conformability
Negative - "No!"	Socializes his behavior	Independent and sociable	Ready for community experience
Enjoys solitary play	Likes parallel types of play	Forms friendships	"Silliness" and "show off"
Contacts playmates physically	Resents being helped - "do it myself!"	Longs to play with other children	
Conforms domestically	Cooperative play sketchy	Bossiness	Capacity for friendship
Stands and watches other children play	Can be bargained with	Awareness of Attitudes and opinions of others	Protective toward younger play mates, siblings
Something of a "dawdler"	Interest in persons	Shares possessions	Can respect authority of those who supervise him
		Helps around house, short errands, feeds pets, dusts, etc.	Can be cooperative and self-reliant

GENERALLY: Average developmental levels based upon forms for age group.
Individual differences determined by inherited characteristics.
Behavior patterns as outgrowth of environmental influence.
Basic needs patterened with constant activity.

The child lives in a world rich with emotion and ideas which cry for expression. This sympathetic statement brings us closer to an understanding of inner forces which discourage or encourage growth.

"THE LITTLE BOY"

Once a little boy went to school
He was quite a little boy.
And it was quite a big school.
But when the little boy
Found that he could go to his room
By walking right in from the door outside,
He was happy.
And the school did not seem
Quite so big anymore.

One morning,
When the little boy had been in school awhile,
The teacher said:
"Today we are going to make a picture,"
Good! thought the little boy.
He liked to make pictures.
He could make all kinds:
Lions and tigers,
Chickens and cows,
Trains and boats--
And he took out his box of crayons
And began to draw.

But the teacher said: "Wait."
It is not time to begin!
And she waited until everyone looked ready.

"Now," said the teacher,
We are going to make flowers."
"Good!" thought the little boy,
He liked to make flowers,
Ane he began to make beautiful ones
With his pink and orange and blue crayons.

But the teacher said, "Wait!"
And I will show you how."
And she drew a flower on the blackboard.
It was red, with a green stem.
"There, said the teacher,
Now you may begin."

The little boy looked at the teacher's flower,
Then he looked at his own flower.
He liked his flower better than the teacher's.
But he did not say this,
He just turned his paper over
And made a flower like the teacher's.
It was red, with a green stem.

On another day,
When the little boy had opened
The door from the outside all by himself
The teacher said:

Helen E. Buckley

"Today we are going to make something with clay."
"Good!" thought the little boy,
He liked clay,
He could make all kinds of things with clay;
Snakes and snowmen,
Elephants and mice,
Cars and trucks--
And he began to pull and pinch
His ball of clay.

But the teacher said:
"Wait! It is not time to begin!"
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make a dish!"
"Good!" thought the little boy,
He liked to make dishes,
And he began to make some
That were all shapes and sizes.

But the teacher said, "Wait!"
And I will show you how."
And she showed everyone how to make
One deep dish.
"There," said the teacher,
"Now you may begin."

The little boy looked at the teacher's dish.
Then he looked at his own.
He liked his dishes better than the teacher's.
But he did not say this.
He just rolled his clay into a big ball again.
And made a dish like the teacher's.
It was a deep dish.

And pretty soon
The little boy learned to wait,
And to watch,
And to make things just like the teacher.
And pretty soon
He didn't make things of his own any more.

Then it happened
That the little boy and his family
Moved to another house,
In another city
And the little boy
Had to go to another school

This school was even bigger
Than this other one,
And there was no door from the outside
Into his room.
He had to go up some big steps,
And walk down a long hall
To get to his room.

And the very first day
He was there,
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy,
And he waited for the teacher
To tell him what to do.
But the teacher didn't say anything.
She just walked around the room.

When she came to the little boy
She said, :Don't you want to make a picture?"
"Yes," said the little boy,
"What are we going to make?"
"I don't know until you make it," said the teacher.
"How shall I make it?" asked the little boy.
"Why, anyway you like," said the teacher.
'And any color?" asked the little boy.
:Any color," said the teacher.
'If everyone made the same picture,
And used the same colors,
How would I know who made what,
And which was which?"
"I don't know," said the little boy.
And he began to make pink and orange and blue flowers.

He liked his new school....
Even if it didn't have a door
Right in from the outside!

WILLIAM'S DOLL by: Charlotte Zolotow

William wanted a doll.
He wanted to hug it
and cradle it in his arms
and give it a bottle
and take it to the park
and push it in the swing
and bring it back home
and undress it
and put it to bed
and pull down the shades
and kiss it good-night
and watch its eyes close
and then
William wanted to wake it up
in the morning
when the sun came in
and start all over again
just as though he were it's father
and it were his child.

"A doll" said his brother.
"Don't be a creep!"
"Sissy, sissy, sissy" said the boy
next door.
"How would you like a basketball?"
his father said.
But William wanted a doll.
It would have blue eyes
and curly eyelashes
and a long white dress
and a bonnet
and when the eyes closed
they would make a little click
like the doll that belonged
to Nancy next door.
"Creepy" said his brother.
"Sissy, sissy" chanted the boy
next door.
And his father brought home
a smooth rould basketball
and climbed up a ladder
and attached a net to the garage
and showed William
how to jump as he threw the ball
so that it went
through the net
into his arms again.

He practiced a lot
and got good at it
but it had nothing to do
with the doll.

(cont.)

William still wanted one.
His father brought him an
electric train.
They set it up on the floor
and made an eight out of the
tracks
and brought in twigs from
outside
and set them in clay
so they looked like trees.
The tiny train
threaded around and around
the tracks
with a clacking sound.
William made
cardboard stations;
and tunnels
and bridges
and played with
the train a lot.
But he didn't stop
wanting a doll
to hug and cradle
and take to the park.

One day
His grandmother came to visit.

William showed her
how he could throw the ball
through the net
attached to the garage outside
He showed her the electric train
through the tunnel
over the bridge
around the curve
until it came to a stop
in front of the station
William has made.

She was very interested
and they went for a walk
together
and William said,
"but you know
what I really want
is a doll"

"Wonderful," said his
grandmother.
"No," William said.
"My brother says
it will make me a creep
and the boy next door
says I'm a sissy

(Cont.)

and my father
brings me
other things
instead."

"Nonsense."
said his grandmother.
She went to the store and
chose a baby doll
whth curly eyelashes
and a long white dress
and a bonnet.
The doll had blue eyes
and when they closed
they made a clicking sound
and William loved it right away.
But his father was upset.
"He's a boy! he said
to William's grandmother.
"He has a basketball
and an electric train
and a workbench
to build things with.
Why does he need a doll?"
William's grandmother smiled.
"He needs it," she said,
"to hug
and to cradle
and to take to the park
so that when he's a father
like you,
he'll know how to
take care of his baby
and feed him
and love him
and bring him
the things he wants,
like a doll
so that he can
practice being
a father."

FOLLOW-UP HANDOUT

PREREADING SKILLS

The following list is representative of the skills and attitudes which eventually lead to the acquisition of reading. The list is not complete. Moreover, many of the skill are only associated with readiness for reading. Many of them may not be necessary for all students, depending on their ages.

III. Visual Discrimination
- A. The child is able to see simple likenesses and differences in shapes, colors and objects.
  1. Knows differences
  2. Knows likenesses
  3. Discriminates between differences and likenesses
- B. The child distinguishes letters from all other forms.
- C. The child distinguishes words from all other forms.
- D. The child distinguishes among words in the following ways:
  1. First letters
  2. Last letters
  3. Letter order
  4. Whole words

IV. Auditory Discrimination
- A. The child distinguishes familiar sounds.
- B. The child distinguishes letter sounds.
  1. Beginning of words
  2. Ending of words

V. Directions
- A. The child is able to follow simple directions.
  1. Directed to him, "Tommy, go to the closet and get three pencils."
  2. Directed to a group of which he is a part, "Class, open your books to page nine."
- B. The child is able to follow a series of directions involving two or more steps.
  1. Individual: "Jane, get the blue book and take it to Mrs. Jones' room."
  2. Group: "All the boys go to the school office, get the juice and cookies from Mrs. Anderson, and bring them back here."
- C. The child is able to retain directions over a long period of time.

VI. Being Read To
- A. The child comes happily to class.
- B. The child listens to stories with and without pictures.
- C. The child asks to be read to.
- D. The child listens to stories of varied lengths.
- E. The child uses a book to retell a story.

VII. Handling books
- A. The child knows a book is to read.
- B. The child knows he should not tear the pages or scribble in the book, even though he may accidentally rip a page.
- C. The child holds a book correctly.
- D. The child knows where the beginning of a book is.
- E. The child knows where the ending of a book is.
- F. The child knows where the title of a book is.

G. The child turns the pages of a book correctly (right-to-left and one at a time).
H. The child knows where the top of a book is.
I. The child knows where the bottom of a book is.
J. The child knows that a line of print is read left-to-right.
K. The child observes the relationship between pictures and print.

VIII. Attempts to Read
A. The child responds to the pictures in a book.
B. The child is able to "read" (tell) stories from pictures in a book.
1. Familiar book
2. Unfamiliar book
C. The child "pretends" to read from a book.
D. The child learns letters
1. Sound (upper and lower case)
2. names (upper and lower case)
E. The child learns words.
F. The child asks for help in reading.
G. The child reads whenever asked to.
H. The child resists interruptions during reading activities.

In addition to the above areas, the child's learning is facilitated if he demonstrates satisfactory functioning in the physical, mental, social, and language areas, and if he has had a satisfactory experience background.

Listed below are a number of characteristics which the tutor might utilize as guides in observing children prior to reading instruction.

IX. Physical Functioning
A. Has adequare vision
B. Has adequate hearing
C. Has adequate vitality and energy
D. Has good general health
E. Has adequate motor coordination
F. Shows consistent use of one hand and has not changed from left-handedness to right-handedness

X. Mental Functioning
A. Shows ability to learn
B. Shows ability to follow directions
C. Shows ability to observe
D. Shows ability to remember
E. Shows ability to reason
F. Shows adequate attention span
G. Shows curiosity and interest
H. Shows interest in books and learning to read

XI. Social Functioning
A. Gets along with other children
B. Can adapt to group activities
C. Responds well to group controls
D. Participates actively in group projects
E. Is satisfied with reasonable amount of attention
F. Can perform usual classroom routines

XII. Emotional Functioning

A. Is emotionally well controlled for age
B. Is relatively free of nervous habits
C. Shows sufficient personal independence
D. Usually works with confidence
E. Usually seems happy
F. Shows relative freedom from hyperactivity

XIII. Language and Speech

A. Speaks clearly
B. Has English-speaking background
C. Has adequate vocabulary
D. Expresses his ideas adequately

XIV. Experience Background

A. Has had many opportunities to go places, see things, discuss
B. Has had many experiences with pictures, books, stories
C. Has had many experiences in expressional activities--painting, clay or dramatics, etc.
D. Has had kindergarten experience

PROJECT PREPARE
READING SKILLS

When the child has developed a wholesome feeling about himself as a valued human being who can learn, he is emotionally ready to learn to read. The skills he must develop to read include the following:

1. The child notes likenesses and differences in the sounds of words.
2. The child uses the basic vocabulary common to children of his age.
3. The child puts words together in the grammatical structure of his language to form sentences.
4. The child interprets or "reads" picture.
5. The child recognizes spoken words that rhyme.
6. The child points out pictures, shapes, letters, and words that look alike.
7. The child classifies ideas.
8. The child holds a sequence of ideas in mind and retells them in the order of their occurrence.
9. The child identifies the letters of the alphabet at random and in sequence.
10. The child establishes the habit of viewing rows of pictures, numbers, letters, and words from left-to-right.

--Handbook for Tutors of Reading
Right to Read

OTHER PRE-SCHOOL RESOURCES
PROJECT PREPARE ESPECIALLY RECOMMENDS:

1. Developing Prereading Skills (box)
   by Holt, Rinehart and Winston, Incorporated

2. PAR (Parents as a Resource) books
   "Recipes for Fun"
   "More Recipes for Fun" at $2.00 per copy

   FROM PAR
   464 Central
   Northfield, Illinois

3. Childcraft ability tests, activities and reading selections

   FROM Field Enterprises Educational Corporation
   Chicago, Illinois
   Publishers of World Book

4. Prevention of Reading Problems
   an ESEA Title III Project (1971)

   FROM Arizona Department of Education
   Phoenix, Arizona

5. Tutor Trainers Handbook
   National Reading Center
   Right to Read

   and

   Handbook for Tutors of Reading
   Right to Read
   D.C. Public Schools
   National Reading Center
   July-August 1971

6. Education U.S.A. Special Report (1970)
   Pre-School Breakthrough
   What Works in Early Childhood Education
   National School Public Relations Association - $4.00 per copy
   1201 16th Street N.W.
   Washington D.C. 20036